



# ANNUAL REPORT

# 20



**FULBRIGHT**

FULBRIGHT FOREIGN SCHOLARSHIP BOARD

# CONTENTS





2

LETTER FROM THE CHAIR

4

BOARD MEMBERS

6

FULBRIGHT PROGRAMS

8

FULBRIGHT ORGANIZATIONS

10

BINATIONAL FOUNDATIONS  
AND COMMISSIONS

12

YEAR IN REVIEW

20

FULBRIGHT STORIES

24

FULBRIGHT BY THE NUMBERS



The 2020 Report reflects the resilience of the Fulbright Program, its essential place in our interconnected world, and the power of its enduring values. Perhaps no time in our recent history has there been such an acute, global challenge that both forced a physical distance between people and required us all to come together as we did to confront the COVID-19 pandemic beginning in 2020. During this time, Fulbrighters were at the forefront of their respective fields as they helped develop vaccines, design and implement ways to keep people as safe as possible, and reduce the burden of the economic and societal consequences of the pandemic.

The Fulbright Program is about making connections that cross borders and disciplines. Those connections were essential in combating the challenges introduced by the virus that included continued progress in science, the arts, humanities, and medicine. The COVID-19 pandemic also changed the Fulbright experience for many of our students, scholars, teachers, and other participants. They are a unique cohort of Fulbrighters that collectively endured a test beyond that of any other Fulbright year since the Program's beginning.

The dedicated Program staff around the world found creative ways to navigate the crisis and keep international exchanges going. We saw tremendous innovation within the Fulbright Program that was organized by the commissions, ECA and embassy staff, and our implementing partners. Their dedication to the Fulbright mission is one of the reasons why international exchange programs remain strong.

While thousands of individual Fulbright exchanges continued in person throughout, for others during this time, Program activities moved into a virtual space that allowed Fulbrighters to remain connected while physically distant. Innovations made in virtual educational

programming have improved the Fulbright Program and will be sustained after the pandemic has subsided. These innovations included the first-ever Fulbright-Hays virtual summit during International Education Week 2020. As the pandemic progressed and conditions around the world allowed, efforts to return to fully in-person exchanges were put in place as quickly as possible.

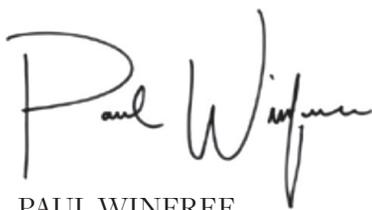
The Board acted quickly and decisively to confront the challenges of the pandemic. This included enacting an unprecedented number of policy modifications to be responsive to the needs of the Program during this time.

In addition to these actions, the Fulbright Program became stronger because of innovation, outreach, and growing partnerships. It is only through continued work in each of these areas that the Program will continue to be able to confront the next set of domestic and global challenges.

The Board also continued to expand outreach to new communities including disadvantaged students, high school students, alumni who had lost connection with Fulbright, and university departments without strong histories with the Fulbright Program.

The Board guided the expansion of Fulbright through new partnerships with the National Park Service and the National Archives and Records Administration. These new initiatives will develop critical scholarship related to cultural, historical, and environmental conservation. The partnership with the National Park Service will bring scholars to U.S. national parks to help preserve our greatest natural resources worldwide for future generations. The partnership with the National Archives and Records Administration established the first-ever Fulbright-National Archives Heritage Science Fellowship to help preserve culturally important resources.

One connection at a time, the Fulbright Program brings diverse and dynamic people closer together. Every Fulbrighter is a part of that legacy of excellence — those who discover a new species or are conferred a MacArthur “Genius Grant,” and those whose contributions are made in quieter moments of sharing and mentoring others in countries around the world. This report celebrates all Fulbrighters past and present.



PAUL WINFREE

**CHAIR, FULBRIGHT FOREIGN SCHOLARSHIP BOARD**

# BOARD MEMBERS

## FULBRIGHT FOREIGN SCHOLARSHIP BOARD

Appointed by the President of the United States, the 12-member Fulbright Foreign Scholarship Board was established by Congress to supervise the global Fulbright Program as authorized by the Fulbright-Hays Act of 1961.

Representing diverse facets of U.S. society, Board members select students, scholars, teachers, artists, and professionals from the United States and abroad to participate in Fulbright exchanges. In close relationship with the U.S. Department of State's Bureau of Educational and Cultural Affairs, U.S. embassies, binational Fulbright Commissions in host countries, and the U.S. Department of Education's International and Foreign Language Office of Postsecondary Education, the Board prepares an annual report and promotes the Fulbright Program to audiences around the world.

### NEW MEMBERS:



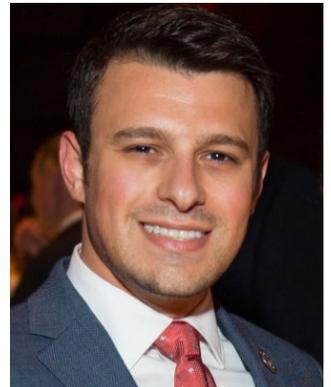
**Alphonso Jackson**



**Margaret Chai Maloney**



**Andrew Olmem**



**John Viola**

**DEPARTING MEMBERS:**



**Ambassador (Ret.) Jeffrey L. Bleich**



**Sam Brown**



**Maneesh Goyal**



**Natalie Quillian**

**MEMBERS:**



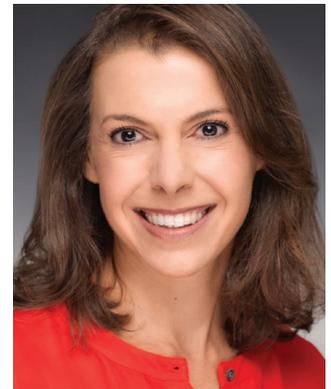
**John DeStefano**



**Kevin Hanrahan**



**Rudy Mehrbani**



**Shahira Knight**



**Heather Nauert**



**Shervin Pischevar**



**Sarah Huckabee Sanders**



**Paul Winfree, Chair**

# FULBRIGHT PROGRAMS

U.S. DEPARTMENT OF STATE

# SUMMARY

88  
PULITZER PRIZE  
RECIPIENTS



38  
HEADS OF STATE  
OR GOVERNMENT



## FULBRIGHT STUDENT PROGRAM

For U.S. and non-U.S. graduate students, graduating seniors, artists, and early-career professionals. In addition to traditional study and research grants, this program model includes:

### The Fulbright English Teaching Assistant (ETA) Program

Places U.S. students as English teaching assistants in schools or universities overseas and supports individual study or research projects.

### The Fulbright Foreign Language Teaching Assistant (FLTA) Program

Provides non-U.S. teachers of English the opportunity to refine their pedagogical skills by teaching their native language and thus strengthening foreign language instruction at U.S. colleges and universities.

U.S. DEPARTMENT OF EDUCATION

The Fulbright-Hays Programs are authorized by section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), and are administered and funded by the U.S. Department of Education's (ED) International and Foreign Language Education (IFLE) office under a Congressional appropriation to ED. Collectively, the Fulbright-Hays Programs provide funding to strengthen the capability and performance of American education in foreign languages, cultural understanding, area and international studies, and research.

16  
U.S. PRESIDENTIAL MEDAL  
OF FREEDOM RECIPIENTS



59  
NOBEL PRIZE  
LAUREATES



78  
MACARTHUR FOUNDATION FELLOWS



94  
INDIVIDUAL PULITZER PRIZES  
HAVE BEEN AWARDED TO 88 FULBRIGHT ALUMNI

### **FULBRIGHT SCHOLAR PROGRAM**

For U.S. and non-U.S. scholars, artists, and established professionals to lecture and/or conduct research in a wide variety of academic and professional fields, including the humanities, social sciences, physical sciences, and business administration. Also included in this program model are:

#### **The Fulbright Specialist Program**

Sends U.S. academics and established professionals to engage in two- to six-week consultancies at host institutions, including universities, non-profits, and other organizations, around the world to build capacity and promote long-lasting linkages between individuals and institutions in the United States and abroad.

#### **The Fulbright Scholar-in-Residence Program**

Brings foreign scholars to lecture and assist institutions with curriculum development efforts for up to one academic year at U.S. colleges and universities.

### **FULBRIGHT TEACHER EXCHANGE PROGRAMS**

Fulbright Teacher Exchanges provide opportunities for U.S. and international K–12 educators to develop their educational practice and bring global knowledge, skills, and perspectives to their classrooms and schools. Through exchange and professional learning programs, teachers improve educational outcomes and prepare today's youth for success in a globalized, interconnected world. Each year, approximately 400 educators, from the United States and over 75 other countries, participate in these exchanges and reach more than 75,000 students annually when they return to their classrooms. Over the course of their careers, they will influence more than 1 million students.

### **THE HUBERT H. HUMPHREY FELLOWSHIP PROGRAM**

The Hubert H. Humphrey Fellowship Program, a Fulbright exchange, enhances leadership among international professionals who collaborate to address local and global challenges and foster change for the collective good. Through academic study and professional development with U.S. counterparts, this growing global network shares best practices and builds expertise in fields of critical importance to advance societal and institutional capacity, promote human rights and freedoms, ensure sustainable environments, and develop thriving communities.

In 2020, Fulbright-Hays Programs supported a total of 505 American educators, students, and/or education administrators, who received their support through U.S. institutions of higher education, organizations, or interagency agreements. There are currently four Fulbright-Hays Programs:

#### **The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Program**

The DDRA Program provides grants to institutions of higher education to fund individual doctoral students to conduct dissertation research in other countries in modern foreign languages and area studies for periods of six to twelve months.

#### **The Fulbright-Hays Group Projects Abroad (GPA) Program**

The GPA Program provides grants to institutions of higher education, state departments of education, private non-profit educational organizations, or combinations thereof to conduct overseas group projects designed to develop and improve modern foreign languages and area studies throughout the educational structure of the United States.

#### **The Fulbright-Hays Seminars Abroad Program**

This program supports incorporating international content into the K–12 curriculum by providing short-term seminars abroad for U.S. educators

to improve their understanding and knowledge of the peoples and cultures of other countries.

#### **The Fulbright-Hays Faculty Research Abroad (FRA) Program**

The FRA Program funds fellowships through institutions of higher education to faculty members, to maintain and improve their modern foreign languages and area studies skills by conducting research abroad for periods of three to twelve months.

**Fulbright Foreign Scholarship Board**

The Fulbright Foreign Scholarship Board was created by the U.S. Congress to supervise the Fulbright Program. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural, and public life. The intent was to establish an impartial and independent body which would ensure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of grantees and educational institutions qualified to participate. The Board sets policies and procedures for the administration of the Program, has final responsibility for approving the selection of all grantees, and supervises the conduct of the Program both in the United States and abroad.

**U.S. Department of State**

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) is authorized by the Fulbright-Hays Act to execute the Fulbright Program. ECA has responsibility for the budgetary and financial management of the program, and engagement with foreign governments on behalf of the Fulbright Program. ECA also has primary responsibility for managing, coordinating, and overseeing the program, under policy guidance established by the Fulbright Foreign Scholarship Board.

**Binational Fulbright Commissions**

Binational Commissions are independent, non-profit organizations that engage in joint program planning, decision-making, and management of the Fulbright Program between the United States and the partner countries where they are located. There are currently 49 Fulbright Commissions, whose boards are composed of equal numbers of resident Americans and partner-country nationals, including government representatives. Commissions recommend candidates, raise funds, engage alumni, and in many countries, operate an information service on higher education in the United States or implement other educational exchange programs.

**U.S. Embassies**

In countries where no Binational Commission is present, the U.S. embassy administers the Fulbright Program, with the U.S. Public Affairs Officer or Cultural Affairs Officer assuming primary responsibility and coordination duties with host-government counterparts.

**U.S. Department of Education**

The Fulbright-Hays Program — a Fulbright Program funded by a Congressional appropriation to the U.S. Department of Education — awards grants to individual U.S. K-14 pre-teachers, teachers, and administrators, pre-doctoral students, and postdoctoral faculty, as well as to U.S. institutions and organizations. Funding supports research and training efforts overseas, which focus on non-Western foreign languages and area studies.



## COOPERATING ORGANIZATIONS

The U.S. Department of State enters into agreements with several non-profit organizations to implement the Fulbright Program in the United States and abroad.

### **Institute of International Education (IIE)**

IIE administers the Fulbright Scholar and Fulbright Student Programs on behalf of ECA. In addition, IIE administers the Hubert H. Humphrey Fellowship Program.

### **Academic and Professional Programs for the Americas (LASPAU)**

LASPAU administers a portion of the Fulbright Foreign Student Program for Latin America and the Caribbean through a sub-award agreement from IIE.

### **America-Mideast Educational and Training Services, Inc. (Amideast)**

Amideast administers portions of the Fulbright Program in the Middle East and North Africa.

### **International Research and Exchanges Board (IREX)**

IREX administers the Fulbright Teacher Exchange Programs for U.S. and foreign educators.

### **World Learning**

World Learning administers the Fulbright Specialist Program.

## SUPPORTING ORGANIZATIONS

### **Fulbright Association**

The Fulbright Association is the official alumni association for U.S. participants of the Fulbright Program, with more than 7,000 individual members and 215 institutional members. A non-profit organization based in Washington, D.C., the Association works to advocate for the Fulbright Program and promote international education. The Association and its 50 affiliated chapters sponsor a wide variety of special events (the Fulbright Prize, annual conference, and cultural and educational events), travel programs, and networking opportunities to connect Fulbrighters nationally and internationally, extending the exchange experience.

### **Fulbright Alumni Organizations Abroad**

More than 70 countries have Fulbright alumni organizations that maintain ties among those who have had Fulbright experiences. They host social, cultural, and community service activities, welcome U.S. Fulbrighters to their communities, and often conduct fundraising to increase the number of Fulbright awards. These associations play an important role in raising the profile of the Fulbright Program abroad.

## BINATIONAL EDUCATIONAL FOUNDATIONS AND COMMISSIONS

COUNTRY	AGREEMENT SIGNED	BINATIONAL EDUCATIONAL FOUNDATION/COMMISSION
ARGENTINA	1956	Commission for Educational Exchange Between the United States of America and Argentina
AUSTRALIA	1949	Australian-American Fulbright Commission
AUSTRIA	1950	Austrian-American Educational Commission
BELGIUM & LUXEMBOURG	1948	Commission for Educational Exchange Between the United States, Belgium and Luxembourg
BRAZIL	1957	Commission for Educational Exchange Between the United States of America and Brazil
BULGARIA	1992	Bulgarian-American Commission for Educational Exchange
CANADA	1990	Foundation for Educational Exchange Between Canada and the United States of America
CHILE	1955	Commission for Educational Exchange Between the United States of America and Chile
COLOMBIA	1957	Commission for Educational Exchange Between the United States of America and Colombia
CZECH REPUBLIC	1991	J. William Fulbright Commission for Educational Exchange in the Czech Republic
DENMARK	1951	Fulbright Denmark
ECUADOR	1956	Commission for Educational Exchange Between the United States of America and Ecuador
EGYPT	1949	The Binational Fulbright Commission in Egypt
FINLAND	1952	Fulbright Finland Foundation
FRANCE	1948	Franco-American Commission for Educational Exchange
GERMANY	1952	German-American Fulbright Commission
GREECE	1948	U.S. Educational Foundation in Greece
HUNGARY	1990	Hungarian-American Commission for Educational Exchange
ICELAND	1957	Iceland-United States Educational Commission
INDIA	1950	United States-India Educational Foundation
INDONESIA	1992	American-Indonesian Exchange Foundation
IRELAND	1957	The Ireland-United States Commission for Educational Exchange
ISRAEL	1956	U.S.-Israel Educational Foundation
ITALY	1948	The U.S.-Italy Fulbright Commission

COUNTRY	AGREEMENT SIGNED	BINATIONAL EDUCATIONAL FOUNDATION/COMMISSION
JAPAN	1951	Japan-United States Educational Commission
JORDAN	1993	Jordanian-American Commission for Educational Exchange
KOREA, THE REPUBLIC OF	1950	Korean-American Educational Commission
MALAYSIA	1963	Malaysian-American Commission on Educational Exchange
MEXICO	1990	U.S.-Mexico Commission for Educational and Cultural Exchange
MOROCCO	1982	Moroccan-American Commission for Educational and Cultural Exchange
NEPAL	1961	Commission for Educational Exchange Between the United States and Nepal
NETHERLANDS	1949	Fulbright Commission the Netherlands
NEW ZEALAND	1948	New Zealand-United States Educational Foundation
NORWAY	1949	U.S.-Norway Fulbright Foundation for Educational Exchange
PAKISTAN	1950	United States Educational Foundation in Pakistan
PERU	1956	Commission for Educational Exchange Between the United States and Peru
THE PHILIPPINES	1948	Philippine-American Educational Foundation
POLAND	1995	Polish-U.S. Fulbright Commission
PORTUGAL	1960	Luso-American Educational Commission
ROMANIA	1992	Romanian-U.S. Fulbright Commission
SLOVAK REPUBLIC	1994	J. William Fulbright Commission for Educational Exchange in the Slovak Republic
SPAIN	1958	Commission for Cultural, Educational and Scientific Exchange Between the United States and Spain
SRI LANKA	1952	United States-Sri Lanka Fulbright Commission
SWEDEN	1952	Commission for Educational Exchange Between the United States and Sweden
TAIWAN*	1957	Foundation for Scholarly Exchange
THAILAND	1950	Thailand-U.S. Educational Foundation
TURKEY	1949	Commission for Educational Exchange Between the United States of America and Turkey
UNITED KINGDOM	1948	United States-United Kingdom Fulbright Commission
URUGUAY	1960	Commission for Educational Exchange Between Uruguay and the United States

*\*The United States recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the United States maintains unofficial relations with the people of Taiwan.*

# YEAR IN REVIEW

# 2020



Fulbright is the world's largest and most diverse international academic exchange program, and supports ECA's mission of increasing mutual understanding between the people of the United States and the people of other countries.



## 2019–2020 FULBRIGHT TOP-PRODUCING INSTITUTIONS ANNOUNCED

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) announced the Top Producers of Fulbright U.S. Scholars and Students — those institutions in each Carnegie Classification that had the highest numbers of their U.S. students (college graduates and budding professionals with a bachelor's degree) and scholars (faculty, researchers, and administrators) who received Fulbright awards for the 2019–2020 academic year.

## INAUGURAL FULBRIGHT HBCU INSTITUTIONAL LEADERS ANNOUNCED

ECA announced a new initiative to recognize the engagement of Historically Black Colleges and Universities (HBCUs) with the Fulbright Program. Through this inaugural “Fulbright HBCU Institutional Leader” designation, ECA acknowledged 19 HBCUs that demonstrated noteworthy support for Fulbright exchange participants during the 2018–2019 academic year and promoted Fulbright Program opportunities on campus.

## STRATEGIC PARTNERSHIPS — NATIONAL PARK SERVICE AND NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

The U.S. Department of State's Bureau of Educational and Cultural Affairs, the National Park Service of the U.S. Department of the Interior, and the Fulbright Foreign Scholarship Board announced the establishment of the Fulbright-National Parks Strategic Partnership.

The agreement establishes the Fulbright-National Parks

Partnership to strengthen and deepen linkages between the Fulbright Program and the National Park Service and encourage new collaboration. The partners identified additional opportunities for Fulbright Program participants to study and gain professional experience within U.S. national parks and for U.S. National Park rangers to explore national parks systems around the world to advance protection and conservation efforts at home.

The U.S. Department of State, the Fulbright Foreign Scholarship Board, and the National Archives and Records Administration formalized a new partnership to establish the first-ever Fulbright-National Archives Heritage Science Fellowship.

The Fulbright-National Archives Heritage Science Fellowship connects visiting Fulbright scholars with National Archives leaders to conduct cutting-edge research in the National Archives' state-of-the-art Preservation Lab to translate theory into practice.



# 10

## COMMISSIONS MARK MILESTONE ANNIVERSARIES

**70** India, Pakistan, Thailand, and Austria all celebrated their 70th anniversaries;

**65** Chile marked its 65th anniversary of partnership with the United States in the Fulbright Program;

**60** Portugal, Romania, and Uruguay celebrated their 60th anniversaries;

**30** Mexico, Canada, and the Fulbright Schuman Program (EU) celebrated their 30th anniversaries.

## FULBRIGHTER NETWORK REACHES 20,000 MEMBERS

The Fulbrighter networking platform, which launched in August 2019, reached 20,000 members. This alumni-only platform inspires Fulbrighters to connect, network, engage, and collaborate with their peers through discussions, affinity groups, and virtual activities.

[FulbrighterNetwork.com](https://FulbrighterNetwork.com)



## THE IMPACT OF THE COVID-19 PANDEMIC ON FULBRIGHT EXCHANGES

The COVID-19 pandemic caused tremendous upheaval for higher education around the world, and brought new exchanges to a near standstill due to international travel restrictions and the move toward virtual learning. Fulbright had to adapt quickly to this new reality. In March 2020, the Fulbright Program for U.S. participants was suspended worldwide, and the Program assisted over 2,100 American participants to return quickly and safely to the United States within weeks. We also assisted over 4,700 foreign Fulbright students to remain in the United States on exchange and transition to online learning as their U.S. host institutions moved to remote and hybrid instruction for all their students.

For the first time ever, beginning in fall 2020, Fulbright supported participants to engage in program activities virtually from their home countries in anticipation (which

was fulfilled) that they would subsequently come to the United States to complete the majority of their exchange in person.

In-person exchange continues to be at the very heart of the Fulbright mission. For those in-person exchanges or components that had to be paused, the Program worked to resume in-person exchanges as quickly as possible when health and safety considerations allowed.

The Fulbright U.S. Program resumed in a small number of countries in September 2020, when approximately 180 U.S. Fulbrighters began their programs abroad.

The Program also welcomed more than 2,600 new or continuing Foreign Student participants to the United States in the fall 2020 semester.

Throughout 2020, Fulbrighters all over the world used their skills and expertise to help battle the effects of COVID-19. Whether as

frontline healthcare workers, scientists, community volunteers, or teachers, Fulbright alumni worldwide continue to engage in the fight against the global pandemic.

In 2020, to engage participants and alumni virtually, Fulbright launched “Fulbright Impact in the Field” alumni panels. This series of 90-minute live broadcasts brought together alumni with extensive expertise in a particular topic to provide insight and global perspectives to the discussion. Fulbright alumni panelists discussed the following topics: COVID-19 and the future of healthcare; the rapid digitalization of education; race, justice, and the global civil rights struggle; disability rights and the international legacy of the Americans with Disabilities Act (ADA); nursing and the changing environment of care; and international education in a post-pandemic world.



### **Fulbright Teachers Use Skills Gained on Exchange During the Pandemic**

In 2020, 867 Teacher Exchange alumni from around the world responded to a short survey about how the pandemic had affected their teaching and their schools. Ninety-five percent of respondents indicated that their Fulbright program experience helped them gain technical knowledge and resources, develop increased resiliency and adaptability, and learn new teaching methods and approaches, which served them well.

A Fulbright alumna from Nepal who returned home in March 2020 noted, “I felt like the program had prepared me to face the COVID-19 pandemic. The different digital technological tools that I learned during that program helped me a lot while conducting the online classes... After my school reopens, I will share the knowledge and skills that I learned in this program with my students and the school team face-to-face.” A Fulbright alumna from Maryland

commented, “The program taught me the importance of flexibility and adaptability. Additionally, many of the hybrid and autonomy-driven structure of Finnish education have helped me understand and develop new approaches.”

The Teacher Exchange Branch also developed new virtual programming to respond to the needs alumni identified in the survey, including access to open-source teaching resources and more technology training. Alumni from the United States and over 50 countries gathered for a series of online sessions to discuss how to increase resilience and decrease social isolation of fellow teachers and their students. Fulbright alumni such as Roney Pereira provided digital technology sessions to peers in Brazil, where participants reported both a significant increase in their online teaching skills and reduced social isolation.



### **Humphrey Fellowship Program**

Despite the challenges of the COVID-19 pandemic, the Humphrey Fellowship Program continued to operate throughout 2020, adjusting its structure to respond to the evolving global situation while prioritizing health and safety. In spring 2020, just as the 2019–2020 Humphrey cohort was about to embark on in-person professional affiliations across the United States, the program kept Fellows in the U.S. and successfully pivoted to a virtual environment. Humphrey Fellows actively collaborated with American counterparts on projects related to COVID-19 through virtual professional affiliations and other online engagement. For example, while completing her Fellowship at University of California, Davis, Vietnamese Fellow Thu Vo worked with the Yolo County Office of Emergency Services, where she assisted the local government's response to COVID-19.

The Humphrey Program also acted quickly to provide alternative professional development for those no longer able to participate in professional affiliations as previously planned. An online professional engagement series featured speakers on topics such as recognizing and preventing the spread of disinformation, strategies to combat trafficking in persons, organizational change management, U.S. federalism, and creating an alumni association.

In spring 2020, ECA safely repatriated over 150 Fellows from the 2019–2020 cohort after the completion of their program, navigating the challenging travel and quarantine landscape during an uncertain time. ECA also worked in close collaboration with the Fulbright Foreign Scholarship Board to postpone the arrival of the 2020–2021 cohort. The 2020–2021 Fellows participated in virtual engagement with their campus cohorts in fall

2020, and the majority safely arrived at the end of 2020 for a shortened but successful program from January–June 2021.

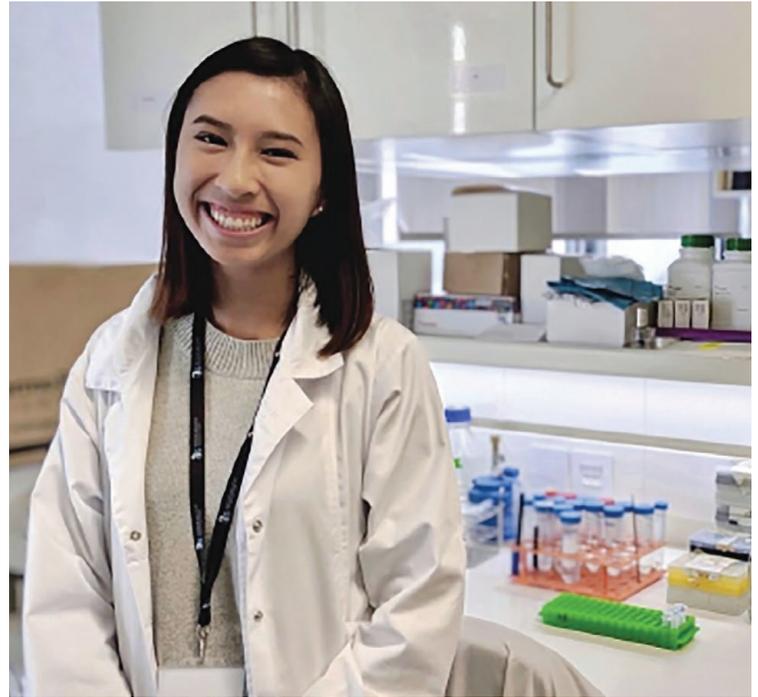
Humphrey alumni around the world mobilized to tackle the challenges associated with the COVID-19 pandemic, leveraging the skills, expertise, and networks gained during their Humphrey Fellowship. For example, alumna Benetta Collins-Andrews was a member of Liberia's National COVID-19 Response Team as a national facilitator training healthcare workers. In this role, she trained professionals in four counties in Liberia on minimizing the transmission of COVID-19 while treating patients. She also drafted the country's national guidelines for pediatric treatment of COVID-19.

# COVID



## FULBRIGHTERS MAKE IMPACT IN RESPONSE TO THE COVID-19 PANDEMIC

"Fulbright Impact in the Field" panels launched with "Fulbright Impact in the Field: Global Health & COVID-19," which featured alumni working in COVID-19 vaccine research as well as those in frontline healthcare who discussed their experiences combating the pandemic in its earliest days, their research on COVID-19 vaccines and treatments, how the nature of their jobs as scientists and physicians changed, and their hopes for future public health preparedness. The panelists were Imre Varju (2016 Visiting Scholar from Hungary, medical scientist, and health communications specialist); Serena Dasani (2013 U.S. Student to Indonesia and frontline physician); Javier Jaimés (2014 Foreign Student from Colombia, veterinarian, and virologist); Igor Stoma (2017 Visiting Scholar from Belarus, researcher of infectious diseases, and attending physician who consults on the treatment of the most complex cases of COVID-19); Charlotte Summers (2013 Visiting Scholar from the United Kingdom and critical care physician); and Benjamin tenOever (2014 U.S. Scholar to France who is presently involved in an international consortium to develop vaccines and antivirals against COVID-19).



Jessica Phan in the laboratory

Several U.S. Fulbrighters assisted in the fight against COVID-19 through volunteering, information sharing, and collaboration. Some of these alumni include Rachel Jacoby (2018 Fulbright ETA to Malaysia), who helped deliver food to healthcare and essential workers and supported local restaurants through an organization called Feeding the Frontline; Lydia DeAngelo (2019 Fulbright ETA to Argentina), who worked as a contact tracer in her home state of Massachusetts; Jessica Phan (2019 U.S. Student to Portugal), who conducted and analyzed a portion of the COVID-19 tests done in the Los Angeles area; Dr. Jamie P. Morano (1998 U.S. Student to Hong Kong), an infectious disease specialist who gave a virtual presentation for her alumni community on COVID-19 and the way it spreads; and Andrew Agrippina (2019 Fulbright ETA to Spain), who connected from the United States with the elementary school students he had taught in Spain and continued to teach English and American culture classes virtually.

## Fulbright Commissions Find Ways to Build Community During COVID-19

As the world shifted their in-person programming to the virtual space, Fulbright commissions did the same by holding events and highlighting



the work of alumni in innovative ways online. A group of Fulbright commissions from around the world created Fulbright Split Screen, a blog demonstrating the combination of scientific excellence and social commitments that Fulbright

programs have cultivated globally for the last 75 years. It contains articles by Fulbrighters who conducted their research on topics related to the pandemic or the arts to show how much international sharing of knowledge, data, and original ideas is necessary to overcome global problems. The Binational Fulbright Commission in Egypt began a series of digital alumni dialogues on the arts and humanities, where alumni recorded videos of their work and the impact their Fulbright experience had on their careers and personal lives.

When the COVID-19 pandemic started impacting U.S. daily life in March 2020, Fulbright FLTAs were midway through their teaching assignments and were forced to quickly transition their classes from in-person to a virtual learning mode. The FLTAs successfully identified creative solutions to enrich their teaching of languages online and share their cultures with American students. Liesbeth Vicca, an FLTA from Belgium teaching Dutch at the University of Michigan-Ann Arbor, worked to support her students' mental health and help them to keep active by offering "Zoomba" classes (Zumba over Zoom). Sarra Safhi, an FLTA from Morocco teaching Arabic at Ramapo College of New Jersey, reflected on the positive aspects of online instruction saying, "There is mercy in every hardship and for this, I am not worried about the virus as much as I feel very grateful for all these new experiences." John Paul Dela Rosa, an FLTA from the Philippines teaching Tagalog at Northern Illinois University, also focused on the positive by noting: "Our Tagalog class is a testament that even though not all are accustomed to using online platforms to teach and study, everything will just be as good when we start exploring creatively! Just like what we always say in our Tagalog class, 'Kaya natin 'to!' Indeed, WE CAN DO IT!"



Photos of the drive-through testing center in Karachi established by Fulbright alumnus Dr. Muhammad Moiz with support from the Pakistani government

Several Pakistani Fulbrighters stepped up to provide awareness about COVID-19 and take action against the pandemic in their country. A number of Pakistani Fulbright alumni came together to create a multi-language video message on COVID-19 to increase public health awareness; Dr. Muhammad Moiz helped the Pakistani government establish the country's first drive-through COVID-19 testing facility in Karachi; and alumni Usama Javed and Zainab Zaheer created a volunteer task force and educated communities on the importance of self-isolation and the suspension of religious congregations to control the spread of COVID-19.



Sarra Safhi in her new "classroom" at Ramapo College of New Jersey



# STORIES



At a time where doctoral students find it difficult, if not impossible, to conduct overseas research, Fulbright-Hays has allowed me to continue my dissertation research amidst the COVID-19 pandemic. Furthermore, as a Fulbright Scholar, many doors of information and opportunity were open to me. I sincerely hope that future Fulbright scholars find their research experience as fulfilling as I have and wish them all the best for their continuing journey."

– JIWON BAIK, CORNELL UNIVERSITY, DDRA FELLOW TO SOUTH KOREA



The Fulbright-Hays Fellowship was a pathway to fulfill my dreams. It's something that I have aspired to accomplish even when I was an adolescent and had heard about Fulbright-Hays. I was able to conduct a comparative mixed-method study with multiple languages: Spanish and Portuguese, and then I wrote in English. It's such a unique program to really support that type of complexity and cultural exchange. Just learning about different types of methodology, and then really learning how to be an autonomous researcher is just a huge value."

– KEISHA HARRIS, UNIVERSITY OF CHICAGO,  
DDRA FELLOW TO BRAZIL & COLOMBIA

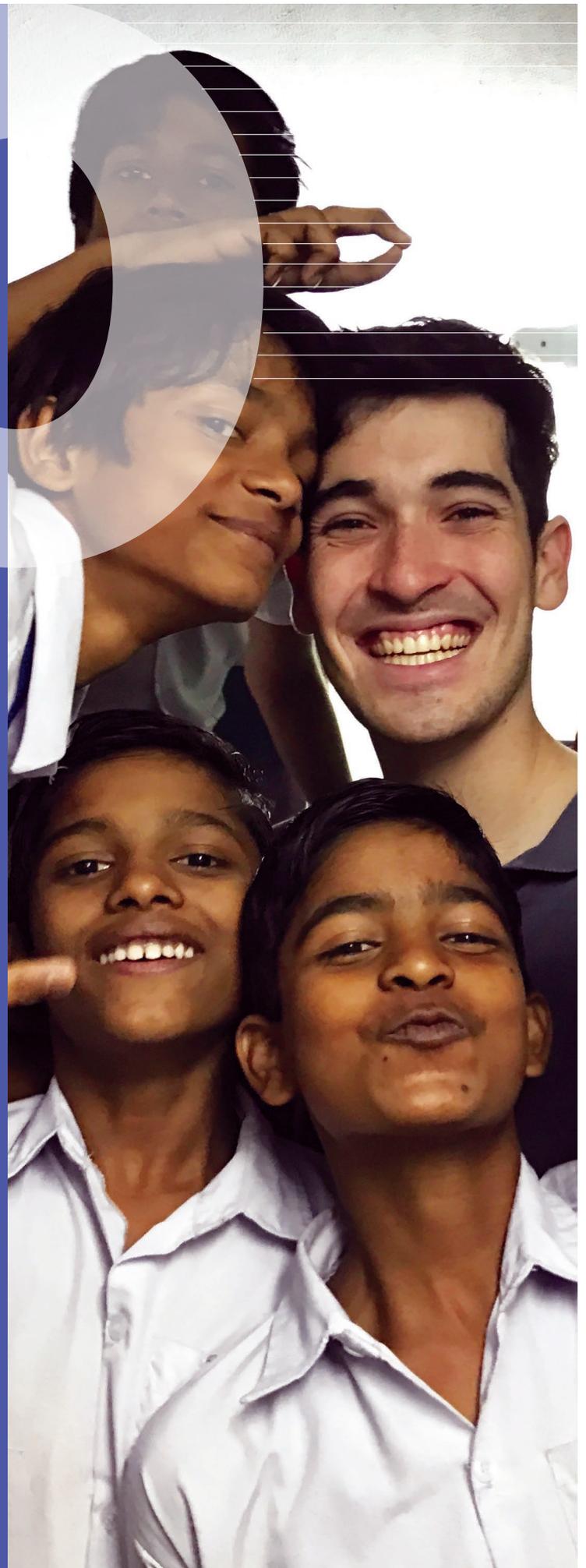


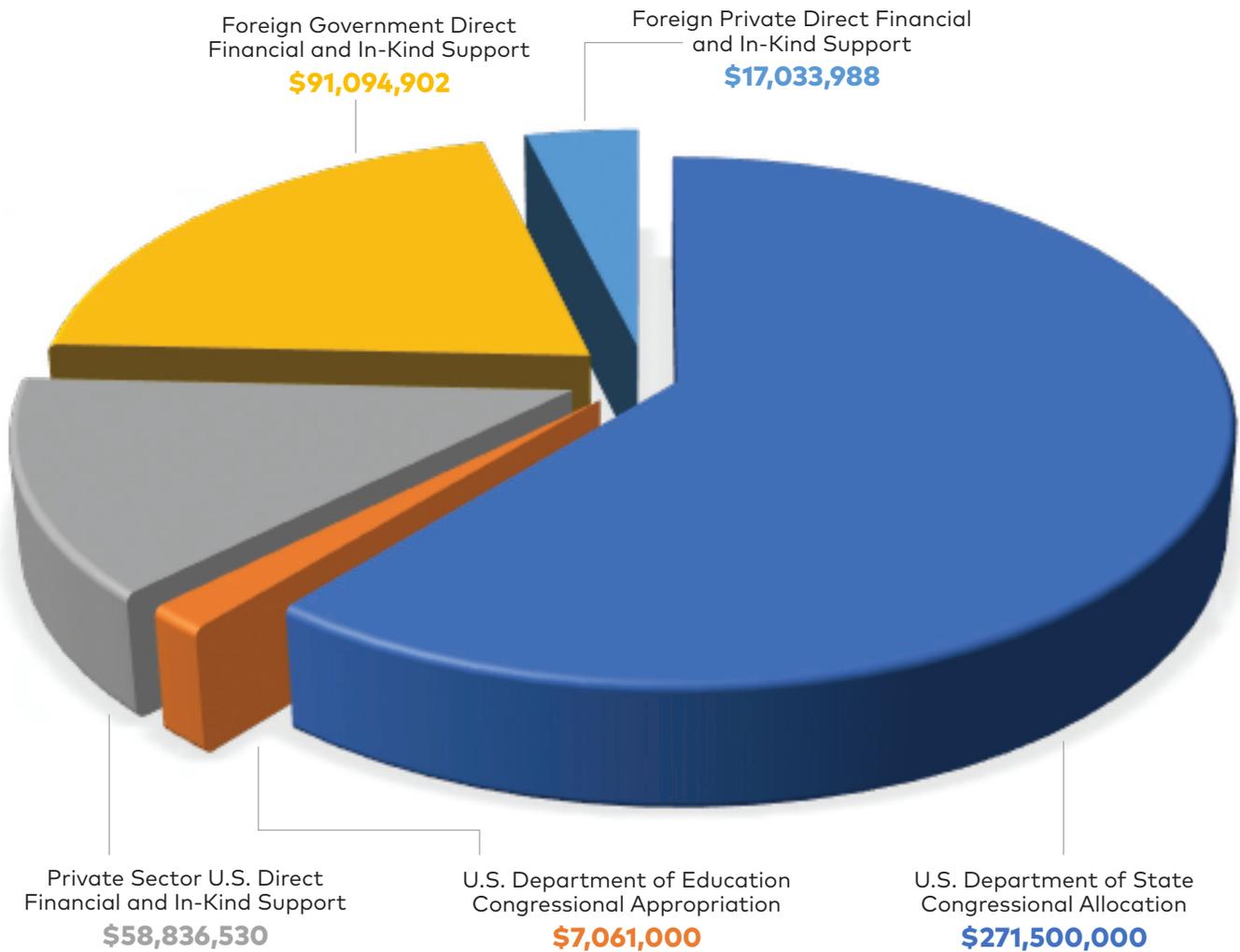
The research in Kyrgyzstan has allowed me to publish several academic articles, pieces for general audiences, radio interviews, webinars, public talks; I'm now associate professor at the Ohio State University, and I've been better able to advise graduate students on field research because of my experience and even helped a few get their own Fulbrights."

– MORGAN LIU, FULBRIGHT RESEARCH ABROAD FELLOW TO KYRGYZSTAN

# BY THE NUMBERS

The Fulbright Program received strong bipartisan support from the U.S. Congress in 2020, as well as support from foreign governments. The program is recognized for its effectiveness, agility, and enduring ability to strategically support global cooperation and mutual understanding in a profound manner.





## Total Fulbright Funding in Fiscal Year 2019

**\$445,526,420**

## FULBRIGHTERS ACROSS THE U.S.

STATE	U.S. GRANTEES	FOREIGN GRANTEES	TOTAL
Alabama	32	26	58
Alaska	4	3	7
Arizona	68	128	196
Arkansas	13	79	92
California	352	519	871
Colorado	84	62	146
Connecticut	77	75	152
Delaware	10	7	17
District of Columbia	52	146	198
Florida	129	147	276
Georgia	83	165	248
Guam	0	0	0
Hawaii	16	16	32
Idaho	22	8	30
Illinois	173	218	391
Indiana	88	149	237
Iowa	35	46	81
Kansas	26	38	64
Kentucky	49	24	73
Louisiana	17	29	46
Maine	31	7	38
Maryland	132	85	217
Massachusetts	154	475	629
Michigan	102	151	253
Minnesota	98	69	167
Mississippi	10	18	28
Missouri	48	70	118
Montana	23	24	47
N. Mariana Islands	0	0	0

STATE	U.S. GRANTEES	FOREIGN GRANTEES	TOTAL
Nebraska	18	37	55
Nevada	12	23	35
New Hampshire	23	17	40
New Jersey	113	78	191
New Mexico	33	12	45
New York	359	702	1,061
North Carolina	107	171	278
North Dakota	4	6	10
Ohio	106	174	280
Oklahoma	19	32	51
Oregon	65	70	135
Pennsylvania	194	238	432
Puerto Rico	5	0	5
Rhode Island	26	25	51
South Carolina	40	21	61
South Dakota	5	2	7
Tennessee	55	45	100
Texas	157	221	378
Utah	25	20	45
Vermont	23	11	34
Virgin Islands	0	0	0
Virginia	147	80	227
Washington	102	92	194
West Virginia	17	12	29
Wisconsin	54	40	94
Wyoming	7	15	22
<b>TOTAL</b>	<b>3,644</b>	<b>4,928</b>	<b>8,572</b>

## GRANTS TO FOREIGN NATIONALS

FISCAL YEAR 2019-2020

GRANT TYPE	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
Students	242	589	1,005	382	431	863	3,512
Research Scholars	47	183	336	62	72	12	712
Lecturing Scholars	6	10	55	57	19	126	273
Teacher Exchange	43	35	75	18	36	27	234
Seminars	-	35	-	-	13	-	48
Hubert H. Humphrey Program	33	24	24	12	32	24	149
<b>TOTAL</b>	<b>371</b>	<b>876</b>	<b>1,495</b>	<b>531</b>	<b>603</b>	<b>1,052</b>	<b>4,928</b>

## GRANTS TO U.S. CITIZENS

FISCAL YEAR 2019-2020

GRANT TYPE	AFRICA	EAST ASIA & PACIFIC	EUROPE	NEAR EAST ASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	TOTAL
Students	89	584	1,012	59	117	415	2,276
Research Scholars	13	57	122	26	32	74	324
Lecturing Scholars	46	49	220	19	30	72	436
Specialists	35	73	171	19	57	73	428
Seminars	-	25	27	-	14	-	66
Teacher Exchange	14	20	14	14	18	34	114
<b>TOTAL</b>	<b>197</b>	<b>808</b>	<b>1,566</b>	<b>137</b>	<b>268</b>	<b>668</b>	<b>3,644</b>

<b>TOTAL U.S. AND FOREIGN</b>	<b>568</b>	<b>1,684</b>	<b>3,061</b>	<b>668</b>	<b>871</b>	<b>1,720</b>	<b>8,572</b>
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The Fulbright Program creates connections in a complex and changing world. Led by the U.S. government in partnership with 160 countries worldwide, Fulbright offers life-changing international educational and cultural exchange experiences. Our global network of Fulbrighters fosters mutual understanding between the United States and partner nations, advances knowledge across communities, and improves lives around the globe.

CLOSING THOUGHTS



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BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS  
WASHINGTON, D.C. 20037